

Pee Dee Elementary

6555 Hwy. 134
Conway, South Carolina 29527

Grades	PK-5 Elementary School	
Enrollment	657 Students	
Principal	Cheryl Banks	843-397-2579
Superintendent	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	56	43	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes
2006	Average	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

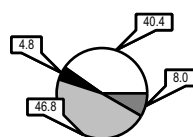
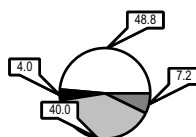
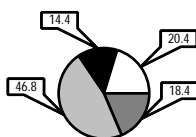
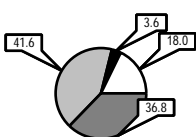
English/Language Arts

Mathematics

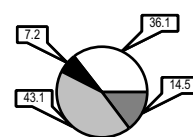
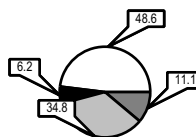
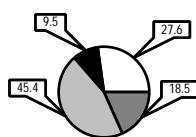
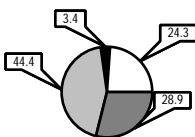
Science

Social Studies

Our School



Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	268	98.9	17.0	42.1	37.2	3.6	53.4	Yes	Yes
Gender									
Male	143	97.9	23.1	43.8	30.0	3.1	49.2	N/A	N/A
Female	125	100.0	10.3	40.2	45.3	4.3	58.1	N/A	N/A
Racial/Ethnic Group									
White	179	98.3	12.6	37.1	45.5	4.8	61.1	Yes	Yes
African American	80	100.0	25.4	53.5	19.7	1.4	35.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	217	98.6	12.4	39.1	44.1	4.5	59.4	N/A	N/A
Disabled	51	100.0	37.8	55.6	6.7	0.0	26.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	268	98.9	17.0	42.1	37.2	3.6	53.4	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	265	98.9	16.8	42.2	37.3	3.7	53.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	202	99.0	21.1	45.4	33.0	0.5	47.6	Yes	Yes
Full-pay meals	66	98.5	4.8	32.3	50.0	12.9	71.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	268	98.5	19.1	47.6	18.7	14.6	45.9	Yes	Yes
Gender									
Male	143	97.9	19.2	47.7	16.2	16.9	43.8	N/A	N/A
Female	125	99.2	19.0	47.4	21.6	12.1	48.3	N/A	N/A
Racial/Ethnic Group									
White	179	99.4	12.4	45.0	22.5	20.1	57.4	Yes	Yes
African American	80	96.3	33.8	58.8	4.4	2.9	14.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	217	100.0	14.6	46.8	21.0	17.6	51.7	N/A	N/A
Disabled	51	92.2	41.5	51.2	7.3	0.0	17.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	268	98.5	19.1	47.6	18.7	14.6	45.9	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	265	98.5	18.9	47.7	18.5	14.8	45.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	202	98.0	24.0	50.3	17.5	8.2	36.6	Yes	Yes
Full-pay meals	66	100.0	4.8	39.7	22.2	33.3	73.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	268	100.0	48.8	40.0	7.2	4.0	11.2
Gender							
Male	143	100.0	46.6	42.1	7.5	3.8	11.3
Female	125	100.0	51.3	37.6	6.8	4.3	11.1
Racial/Ethnic Group							
White	179	100.0	35.9	48.8	9.4	5.9	15.3
African American	80	100.0	77.5	19.7	2.8	0.0	2.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	217	100.0	43.4	43.4	8.3	4.9	13.2
Disabled	51	100.0	73.3	24.4	2.2	0.0	2.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	268	100.0	48.8	40.0	7.2	4.0	11.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	265	100.0	48.6	40.1	7.3	4.0	11.3
Socio-Economic Status							
Subsidized meals	202	100.0	56.7	36.9	3.7	2.7	6.4
Full-pay meals	66	100.0	25.4	49.2	17.5	7.9	25.4

Social Studies							
All Students	268	100.0	40.4	46.8	8.0	4.8	12.8
Gender							
Male	143	100.0	42.1	41.4	9.8	6.8	16.5
Female	125	100.0	38.5	53.0	6.0	2.6	8.5
Racial/Ethnic Group							
White	179	100.0	30.6	52.4	10.6	6.5	17.1
African American	80	100.0	59.2	36.6	2.8	1.4	4.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	217	100.0	35.1	51.2	8.3	5.4	13.7
Disabled	51	100.0	64.4	26.7	6.7	2.2	8.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	268	100.0	40.4	46.8	8.0	4.8	12.8
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	265	100.0	40.1	47.0	8.1	4.9	13.0
Socio-Economic Status							
Subsidized meals	202	100.0	48.1	44.4	5.9	1.6	7.5
Full-pay meals	66	100.0	17.5	54.0	14.3	14.3	28.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	74	100.0	17.9	17.9	46.3	17.9	64.2
	4	91	97.8	22.0	47.6	25.6	4.9	30.5
	5	87	98.9	30.0	46.3	22.5	1.3	23.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	97.8	11.3	45.0	37.5	6.3	43.8
	4	83	98.8	15.8	34.2	46.1	3.9	50.0
	5	95	100.0	23.1	46.2	29.7	1.1	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	74	100.0	16.4	43.3	22.4	17.9	40.3
	4	91	98.9	24.1	43.4	22.9	9.6	32.5
	5	87	100.0	19.8	48.1	13.6	18.5	32.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	100.0	19.5	56.1	20.7	3.7	24.4
	4	83	100.0	15.6	36.4	19.5	28.6	48.1
	5	95	95.8	21.8	49.4	16.1	12.6	28.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	74	100.0	29.9	49.3	16.4	4.5	20.9
	4	91	100.0	40.5	39.3	13.1	7.1	20.2
	5	87	98.9	51.3	35.0	7.5	6.3	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	100.0	50.0	43.9	6.1	0.0	6.1
	4	83	100.0	44.2	32.5	11.7	11.7	23.4
	5	95	100.0	51.6	42.9	4.4	1.1	5.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	74	100.0	22.4	47.8	20.9	9.0	29.9
	4	91	100.0	29.8	56.0	8.3	6.0	14.3
	5	86	100.0	47.5	38.8	7.5	6.3	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	100.0	32.9	57.3	8.5	1.2	9.8
	4	83	100.0	28.6	50.6	9.1	11.7	20.8
	5	95	100.0	57.1	34.1	6.6	2.2	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 657)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.4%	Down from 2.7%	3.6%	2.8%
Attendance rate	97.5%	Up from 95.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.5%	Down from 3.6%	0.3%	0.0%
Eligible for gifted and talented	14.7%	Down from 18.6%	7.1%	10.4%
On academic plans	34.8%	N/AV	41.4%	33.6%
On academic probation	0.0%	N/AV	0.4%	1.0%
With disabilities other than speech	8.3%	Down from 8.4%	8.8%	7.5%
Older than usual for grade	0.5%	Up from 0.2%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 1.5%	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	30.2%	Down from 38.5%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.3%	N/A	2.4%	2.4%
Teachers with emergency or provisional certificates	3.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.1%	Down from 90.1%	87.2%	87.3%
Teacher attendance rate	93.1%	Up from 93.0%	95.1%	94.9%
Average teacher salary	\$39,244	Down 6.8%	\$42,240	\$42,485
Prof. development days/teacher	13.2 days	Down from 16.9 days	13.3 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Up from 15.0 to 1	17.9 to 1	18.6 to 1
Prime instructional time	89.6%	Up from 88.2%	89.7%	89.7%
Dollars spent per pupil*	\$6,763	Up 4.8%	\$6,822	\$6,557
Percent of expenditures for teacher salaries*	62.1%	Down from 66.0%	63.2%	64.0%
Percent of expenditures for instruction*	67.6%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pee Dee's motto is Be the Best You Can Be, but it's more than just a saying to us. It is the goal that we work toward each and every day. Pee Dee Elementary's teachers, staff, parents and volunteers work closely together to challenge every student to reach his or her potential.

Pee Dee enjoyed an extraordinary year in 2005-2006. Our students continued to progress academically and excel artistically. Among our accomplishments were the following:

Weekly extended-day instruction in ELA and math
 Quarterly awards assemblies to highlight student achievement
 Early Literacy program that served at-risk first graders who are now reading at and above grade-level
 Eight winners of The South Carolina Jr. Duck Stamp Competition
 Family Reading Night used to provide reading strategies for parents and students
 94% of our kindergarten students attained a text reading level of 4 or greater
 89% of first graders attained a text reading level of 18 or higher
 88% of second graders attained a text reading level of 28 or higher
 Implement Measures of Academic Progress testing to utilize in guiding differentiated instruction in grades 2-5
 Monthly Birthday Author Celebrations

Professional development for teachers included weekly common planning, focusing on improving student achievement in reading comprehension and instructional strategies for literacy, mathematics, science and social studies. The Administrative Team provided staff development in classroom management, utilization of MAP data in ELA and math instruction, differentiated instruction and continued implementation of the ELA and math curriculum. Michelle Harris, one of our fourth-grade teachers, was selected as Teacher of the Year.

In 2006-2007, we will dedicate more time to math and ELA instruction, implementing updates of our ELA Literacy Model, analyze and interpret all data and make decisions that will ensure continued growth for all students. Pee Dee Elementary will continue to deliver academic program to showcase the talents and dedication of our students, teachers and staff. We look forward to continuing our partnership with our PTA and our school community in seeking ways to increase student achievement and parent and community involvement.

W. Reggie Gasque, Principal, 2005-06

Sherry Rabon, School Improvement Council Chairperson, 2005-06

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	89	26
Percent satisfied with learning environment	100.0%	79.3%	88.0%
Percent satisfied with social and physical environment	100.0%	60.2%	84.6%
Percent satisfied with school-home relations	84.6%	86.0%	84.6%

*Only students at the highest elementary school grade level at this school and their parents were included.